KEEPING IT REAL!
Zero Cost/Low Cost Incentives

Instructor: Jan Zaragoza
High-Performance Training Solutions
IN YOUR EXPERIENCE...

What has been particularly motivating to you in your work place? List anything you can think of.

What has been demotivating?
BUILDING A CULTURE OF RECOGNITION

Summary of Key Principles of Employee Motivation:

- An organization can have formal recognition programs, but most important is having managers who place an emphasis on daily recognition practices and behaviors.
- Giving cash bonuses and the like is one of the least effective means of motivating employees. The best forms of recognition tend to have little if any cost associated with them.
- Things that are more motivating than money to most people are: autonomy, flexibility to solve problems and issues; resources to do their job effectively; a fun, stimulating environment.
- A top motivator for employees is being personally thanked for doing a good job, either in person or in writing.
- Survey after survey show that when recognizing employees, the simple, intangible things are the most important to their motivation.
- Managers need to understand the importance of employee appreciation and know how to do no-cost recognition and motivation on a daily basis.

What Do People Find Motivating?
From: *Love’ Em or Lose’ Em* by Beverly Kaye & Sharon Jordan-Evans

1. Clear career path, learning and development
2. Exciting work and challenge
3. Meaningful work, making a difference and a contribution
4. Great people
5. Being part of a team
6. Good boss
7. Recognition for work well done
8. Fun on the job
9. Sense of control over my work
10. Flexibility (hours/dress code)
11. Fair pay and benefits
12. Inspiring leadership

According to Kaye and Jordan-Evans, top motivators are stimulation, growth, future possibilities, and a sense of achievement.
Kinds of Rewards and Recognition

Although more formal recognition programs can be important to employees, informal, spontaneous recognition on a day-to-day basis is even more motivating.

Feel free to put a check mark next to ideas that:
1) You’d like to try or that need to be cultivated at SDSU.
2) Are of interest: “I’ll investigate after this session.”

Opportunity

- Chance to be part of a steering committee
- Chance to make a presentation to a senior team
- Choice about the next project they will work on
- Training/learning new skills
- Taking classes not tied to their exact job, but that develop them personally and/or professionally – Maybe presentation skills, finance for non-financial managers . . . whatever they’re interested in
- Getting to do more of what they like to do
- Sitting in on a top management meeting
- Representing their manager at a meeting
- Chance to manage a team, meeting, or event
- Teaching others
- Filling in while manager is away
- Opportunity to “shadow” someone else in order to learn new skills
- Take part in decisions that have an impact on their work
  - budget and hiring decisions
  - strategy setting
  - ways to organize work and schedules
- Clear growth and development plan

Receiving Attention and Feedback

- Teaching, coaching, mentoring, having good business role models
- Being thanked and knowing their work is appreciated
- Manager spending time with employees; listening to their ideas
- Having the proper supplies and equipment and having things run smoothly
- Receiving frequent feedback on how they’re doing
- Receiving information. Being in the loop is motivating.
- Life Balance: Respond with compassion to family illnesses and tragedies
  Discuss importance
Receiving Attention and Feedback (Continued)

Giving Positive Feedback

What are some guidelines you follow when giving Positive Feedback to your employees?

Recognizing Performance
- Always give feedback as soon after performance as possible.
- If you have good performers, on average you should be praising them at least five times as often as you give them Corrective Feedback.
- Give specific, behavioral feedback, and include the impact whenever possible.

Avoid glittering generalities:
"You do a good job."

Use specific, behavioral terms + impact:
"I appreciate how quickly you got back to the vendor on the xyz matter. That allowed us to get the order on time, and saved the university a lot of money. Thanks."
Receiving Attention and Feedback (Continued)

Giving Corrective Feedback

Your Best Practices: With your group, put together a list of guidelines for giving Corrective Feedback.

What You Want to Do:


What You Don't Want to Do:


Guidelines for Giving Corrective Feedback

1) Clear Expectations
Employees need to know goals and expectations before receiving any feedback. If they don’t, what they hear isn’t feedback but the sharing of expectations and goals for the first time. Without clear goals and expectations, the employee is set up for failure.

2) Speak in _________ not _________
   a. Just state the facts, not your interpretation.
   b. State what you saw, not your interpretation of what you saw or your interpretation of the employee’s motives.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>FACT</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes people in his department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dislikes her job</td>
<td></td>
<td></td>
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<tr>
<td>Operates xyz equipment</td>
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<td></td>
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<tr>
<td>Is an effective team leader</td>
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<td>Was late for work three times last week</td>
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<tr>
<td>Says she likes her team leader</td>
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<td>Was absent from work two times last month</td>
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<td>Has an irritating voice</td>
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<tr>
<td>Works diligently</td>
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It’s important to learn to be clear on what we OBSERVE vs. HOW WE INTERPRET what we observe

What we can see and hear = fact
What we believe someone thinks or feels = opinion

Address specific, observable behavior. Discuss with the person:
   • what happened
   • impact on the operation or organization
   • what can be done to prevent it in the future
3) Be direct

4) Tell it like it is—as long as you’re willing to provide assistance to help the employee improve performance

CRITICISM vs. DIRECTION

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<thead>
<tr>
<th>Points to how things</th>
<th>Points to how things</th>
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<tbody>
<tr>
<td>Tells what <strong>not</strong> to do</td>
<td>Tells what to do</td>
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</table>

Help employees be “right” tomorrow
As opposed to proving they were “wrong” today

5) Maintain documentation

6) Don’t get drawn into irrelevant subjects

7) Avoid always and never
   - “You always miss the deadline.”
   - It’s better to present a specific example of what just happened

8) Avoid giving corrective feedback publicly

9) If possible, wait to give corrective feedback until you are calm

10) **Listen** to people while they give their side of things
Kinds of Rewards and Recognition (Continued)

Having a Community Experience and Remembering to Have Fun

- Egg Drop
- International pot luck
- Doughnut holes bagged with motivational saying. Color ribbon on each bag represents different prizes (gift card, movie pass, dress down day).
- Dollar lottery tickets wrapped in paper that says, "We're lucky to have you."
- Reality Show pool – random – whoever wants to be a part of it gets name – put in $20. As your person on reality show is eliminated, you're off list.
- Company outings like going on a hike, pizza party, Padre's game
- Doing good in the community: Earth day planting celebration, walking for arthritis, runs for causes, helping kids, blood mobile
- Mud Run at Camp Pendleton
- Pumpkin carving - $100, $50 prizes
- Jelly beans - guess # - $100 prize
- Celebrations like anniversaries. (Just being on planning committee also contributes to creating community.)
  - Fun idea: T-shirts with picture from HR when ee first started
- Helping employees in time of need – fire, sick
- Easter egg hunt - Some eggs have candy, some money ($1, $5), tokens for lunch
- Pancake breakfast with top people serving ($30)
- Ice cream social – you bring to employees!
- Fitness initiative. With pedometers, team walks San Diego to New Orleans. Celebration lunch as you reach milestones (mileage to city in Texas, have TexMex lunch)

Your ideas for building community:


Involve your employees in reward and motivation ideas. Have an Employee Committee. An idea committee driven by employees is motivating in itself (!) and chances are you'll get better ideas than from management.
Kinds of Rewards and Recognition (Continued)

Allowing Freedom to:

- Decide things - Ex: AT&T
- Have a high level of control over how they do their work (Southwest Airlines, Microsoft, Nordstrom)
- Select some/more of their tasks
- Take on different tasks and responsibilities or accomplish things in new ways
  - Example: Rotate assignments
    - Keeps people challenged and valued
    - Employees acquire new skills
    - If it sounds complicated, ask employees to suggest the “who” and “how” part ... You’ll be surprised how they can make it happen.
- Manage a budget
  - Administrative Assistant example: ______________________
- Be self-directed
  - Landscaper example ______________________

Be OPEN when people suggest what they would like. CAN we make it work? What’s it worth to keep them happy vs. losing them? ARE our fears justified? For example, is it true that “Everyone will want ‘special privileges’.” or whatever our fears are? Or might it build trust among all employees that we helped another employee make things work?
Kinds of Rewards and Recognition (Continued)

Communicating the Big Picture

- Do people know how their job is important to the university? How what they’re doing is contributing to university goals?
- Clearly communicate strategic direction and how they fit in
- Talk to employees about the future of their profession, the university, education in general
- Also, learning about the history of SDSU and what they’re a part of is motivating

It’s very motivating for people to see that what they are doing is supporting something larger than themselves.

Examples:

Nurture Employees’ Creativity: Hold Idea Days to encourage employees to think for themselves, examine ways to improve the way they work, and contribute their best ideas. Awards can be given for best ideas; money saved can be shared with person whose idea it was.
More Ideas...

- Thank you emails or voice mails without any other work topics in the message
- Nice, personalized letters (maybe presented in front of a person’s work group and/or mailed to their home)
- For money saving ideas, employee shares in the savings
- Celebrating their successes: milestones, desired behavior, or achievements. A simple, spontaneous celebration is better than waiting to maybe do something (bigger) later.
- Small gifts like movie passes, grocery store gift cards, gas card
- Recognition in newsletter
- CC top management on an email commending them
- When people come on-board fill out a form with favorite soda, snack, etc. and manager rewards with that
- A high ranking person tours and visits their department and talks to them
- Bagels & B.S.
- Sending card or flowers to employees at death of a parent, b’days, a child’s graduation, etc.
- Doughnuts or other treats in meeting if a goal or milestone is reached
- Customizing to personalities makes it fun! Example of a thank you for meeting financial goals: It was an all-woman department except for one guy who eats a banana on his break every day. Gave all of the women flowers and the guy a bunch of bananas. People loved it!!
- Greeting people by name! SW Airlines vs. my example:

The key behind any of these ideas is to make sure employees know you value them and their contributions.
GROWING YOUR TOP PERFORMERS:
Engaging and Growing your Best and Brightest

Ways to energize the job
- Structure ways for employees to grow and be challenged without leaving your organization. Changing what your employees do or how they do it is key.
- Allow them to take on different tasks and responsibilities (or encourage them to do things in different ways, promoting personal autonomy and creativity).
- Make sure they see how what they do contributes to departmental and university goals.
- Encourage them to set and achieve personal and as well as professional goals.
- Give them room to initiate, create, and implement new ideas.
- Challenge them to expand their knowledge and capabilities by giving them “stretch” assignments. (Challenging work assignments are often the best way to grow. One advantage is they combine real work with development. Otherwise, when employee development is an “extra” thing to do, employees may not get around to it.)

Have the conversations:
- This is not just one conversation
- You don’t need to have all the answers; this is a collaborative effort.

Some questions to help guide your conversations:
- What frustrates you about your job? What aspects of your job do you like best?
- Do you feel recognized for what you do? How do you like to be recognized? (Give them options)
- What do you enjoy most about working at SDSU or in our department?
- What skills or talents are you not currently using on the job?
- What are your strengths?
- In what area would you like increased responsibility?
- What would you like to be doing in the next 3-5 years?
- In what way would you like your job changed?
- Do you know how your job is important to larger university plans and goals?
LET’S DO IT!

Name of First Employee: ______________________

What questions do you want to ask? What conversation do you want to begin with this employee?

What are their strengths?

You will want input from the employee, but what do you see as possibilities of ways you can keep this employee engaged, challenged, and growing. What fits for this employee? Be specific:

1)

2)

3)
Engaging and Growing Your Top Performers (Continued)

Name of Second Employee: ________________

What questions do you want to ask? What conversation do you want to begin with this employee?

What are their strengths?

You will want input from the employee, but what do you see as possibilities of ways you can keep this employee engaged, challenged, and growing. What fits for this employee? Be specific:

1) 

2) 

3) 

You don't want your best and brightest bored. You want them energized, learning, growing, thinking, contributing.
RECOGNITION AND MOTIVATION:
BEST IDEAS YOU RECEIVED TODAY

List at least five things you are going to do to ensure your employees' best possible morale, performance, and retention:

1.

2.

3.

4.

5.